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ABSTRACT

Chapter 1 funds were used to fund four discrete components of the 1992 Chapter 1 summer programs in New York City. Each component targeted Chapter 1 eligible students who were found to be at risk of dropping out of school because of a lack of basic skills. The four programs were: (1) the Institute for Career Exploration (ICE); (2) the Basic Skills Program, which includes the Basic Skills Academy, the Comprehensive Competencies Program (CCP), and the Auxiliary Services for High Schools (ASHS) Basic Skills Program; (3) Basic Reading; and (4) Project Youth Opportunities Unlimited (YOU). Data were incomplete for the ICE, Basic Reading, the ASHS, and Project YOU. No data were available for the CCP. Thus, only limited aspects of the 1992 summer Chapter 1 program were evaluated. Programs were observed in 22 high schools. Standardized data collection procedures are to be developed for the next summer's data collection, and staff will be trained in the standardized procedures. Attendance and reading for pleasure will be emphasized in the next summer's programs. Two tables indicate the number of days attended by ICE participants and summarized pretest and posttest scores for 10 schools. (SLD)

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OREA Report

CHAPTER 1-FUNDED SUMMER PROGRAMS: INSTITUTE FOR CAREER EXPLORATION (ICE), THE BASIC SKILLS PROGRAMS, THE BASIC READING PROGRAM, AND PROJECT YOU (Youth Opportunities Unlimited

Summer 1992

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CHAPTER 1-FUNDED SUMMER PROGRAMS: INSTITUTE FOR CAREER EXPLORATION (ICE), THE BASIC SKILLS PROGRAMS, THE BASIC READING PROGRAM, AND PROJECT YOU (Youth Opportunities Unlimited)

Summer 1992

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EXECUTIVE SUMMARY

Chapter 1 monies were used to fund four discrete summer component in 1992 Chapter 1 summer program. Each of these program components targeted Chapter 1 eligible students determined to be at risk of dropping out of school because of their lack of basic skills. The four components included: Institute for Career Exploration (ICE); the Basic Skills program, made up of the Basic Skills Academy/Comprehensive Competencies program (C.C.P.) and the Auxiliary Services for High Schools (ASHS) Basic Skills program; Basic Reading; and Project YOU (Youth Opportunities Unlimited). Data were incomplete for ICE and Basic Reading, ASHS and Project YOU (and no data were available for C.C.P.) Accordingly, OREA was able to evaluate only limited aspects of the 1992 Chapter 1 summer program.

Based on limited information gleamed from program questionnaires and classroom observations, OREA makes the following recommendations:

- in order to insure adequate data collection, standardized procedures for school sites to use in reporting pre-and post-program test scores should be developed prior to the commencement of the 1993 program;

- in order to insure that all teachers and site supervisors are familiar with the standardized data collection procedures, a training workshop should be held prior to the commencement of the 1993 program;

- because school attendance affects academic achievement, all components of the Chapter 1 summer program should emphasize the attendance;

- because reading is fundamental to academic success, all Chapter 1 summer components should encourage students to read for pleasure; and

- because Project Welcome targets the same population as ICE, program planners should consider evaluating Project Welcome in conjunction with ICE.

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I. INTRODUCTION

PROGRAM BACKGROUND AND STRUCTURE

In 1982, the New York City Board of Education acknowledged that students who enter high school without the requisite basic skills are often frustrated by their inability to pass the course work and are therefore at risk of dropping out of school before graduation. In an attempt to address this complex issue, the Board of Education's Division of High Schools (D.H.S.) began a summer enrichment program designed to ease the transition from junior high and intermediate school into high school by providing a basic skills remediation program to low achieving students during the summer before they enter high school. The program, then known as Preparation for Raising Educational Performance (PREP), was offered to all Chapter 1 eligible ninth and tenth grade students entering high school for the first time that September.* In 1987, as a result of its on-going assessment of students' needs, D.H.S. expanded the Chapter 1 summer program to include all Chapter 1-eligible high school students in need of remedial basic skills instruction.

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*Chapter 1 refers to a section of the Education Consolidation and Improvement Act (E.C.I.A.) of 1981, a federal law intended to serve educationally disadvantaged students by providing funds to school districts that offer remedial programs designed to address student needs in basic reading, writing, mathematics and English-language proficiency. A school is eligible for Chapter 1 funds if its percentage of low-income students is equal to or greater than the citywide average based on a formula which calculates students' eligibility for free lunches and Aid to Families with Dependent Children (A.F.D.C.). Students are eligible for Chapter 1 programs if they score below the state reference points on standardized tests.

By 1992, the Chapter 1 funded summer program had evolved into five distinct program components targeted at the varied basic skills needs of Chapter 1-eligible students. The five components included: Institute for Career Exploration (ICE); Basic Skills, which included both the Basic Skills Comprehensive Competencies Program (C.C.P.) and the Auxiliary Services for High Schools (ASHS) Basic Skills Program; Basic Reading; Project YOU (Youth Opportunities Unlimited); and Project Welcome.*

Institute for Career Exploration (ICE)

In 1992, ICE was again the largest component of the Chapter 1 summer program. This six-week program, designed to serve approximately 3,000 students, was in session from Wednesday, July 1st, through Tuesday, August 11th. Classes were held daily from 8:25 a.m. to 11:30 a.m. in 52 high schools throughout the five boroughs.

Criteria for program participation remained the same in 1992 as in past ICE programs: first-time high school entrants to ninth or tenth grade were eligible if their reading scores fell below the 50th percentile on the Degrees of Reading Power (D.R.P.) test, or a comparable reading test, or below the 41st percentile on the Language Assessment Battery (LAB) test, a test of English-language skills.

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*Project Welcome, a collaborative effort on the part of New York City high schools and their primary feeder schools to provide a series of supportive activities to ease students' transition from junior to senior high school, was initiated in 1990. Several evaluation reports on Project Welcome are available from the Office of Research, Evaluation, and Assessment (OREA).

Program participants were required to attend two 90-minute classes each school day: a content area class for which credit was given, and a remedial writing class for which no credit was given. Tax-levy funds paid for the content-area class, while Chapter 1 provided funding for the remedial writing class. While enrollment in tax-levy classes ran as high as 50 students per class, the Chapter 1 writing classes were limited to 25 students per class. Chapter 1 funds were also used for student mentors to act as peer tutors, paraprofessionals to provide additional assistance to the students, and five staff development specialists to provide on-site staff training.

The overall goal of ICE was to encourage students to regularly attend classes and to improve their writing skills. The 1992 objectives were that:

- sixty percent of the students will meet the attendance requirement for summer courses, so that they are not denied credit for their non-writing course due to lack of attendance;* and
- sixty percent of the students will improve their writing skills based on pre- and posttest writing samples scored holistically by their ICE writing teachers.

Basic Skill Programs

Chapter 1 funds were used for two basic skills program components in 1992: The Basic Skills Academy/Comprehensive Competencies Program (C.C.P.), and Auxiliary Services for High Schools (ASHS) Basic Skills program. While these components both offered remedial classes, they targeted different student populations.

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*Students absent for six or more days of the 30-day program may not receive credit for work completed in the course.

C.C.P. provided skills development classes in reading, mathematics, and English as a Second Language (E.S.L.). Students were eligible to participate in C.C.P. if they scored below the 50th percentile on the Degrees of Reading Power (D.R.P.), or on the Metropolitan Achievement Test (MAT) for mathematics, or comparable tests, or scored below the 41st percentile on the Language Assessment Battery (LAB) test. Eligibility was not limited to incoming ninth and tenth graders. These criteria were the same as those used in the 1991 program.

The objectives for the 1992 program were also the same as those in 1991:

- fifty percent of the students in the program would evidence an increase from pre- to posttest of 0.4 grade levels for reading and mathematics as determined by the Test of Adult Basic Education (TABE); and
- Fifty percent of the students in the E.S.L. component would show a gain of one C.C.P. level.

C.C.P. was offered at George Washington High School in Manhattan and Springfield Gardens High School in Queens. Enrollment was limited to 20 students per site, and classes were in session from July 1st through August 11th, from 8:25 a.m. to 1:00 p.m. daily. Students were scheduled for a maximum of three, 90-minute periods per day. Each school had two teachers and two paraprofessionals funded by Chapter 1.

ASHS targeted former dropouts returning to school, and potential dropouts functioning below grade level in reading or overage for grade and lacking a majority of the credits required

for graduation from high school.* The 1992 program goal was to improve the reading, writing, and mathematics skills of program participants in order to enable them to continue their education. This goal was to be measured by the one objective:

- sixty percent of the program participants would improve two two grade level equivalents in reading, writing, and mathematics.

ASHS was in session from July 1st through August 11th, from 8:55 a.m. to 12:00 p.m. daily. Students attended an equivalent of two 90-minute class periods per day. Classes varied in length depending on students' remedial needs. Teachers developed individual student progress plans based on results of the Metropolitan Achievement Test and the New York Arithmetic Computational test for Mathematics. Because all instruction was individualized, students proceeded at their own pace. Class size was limited to 15 students. The 1992 program was offered at nine program sites.**

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*A study conducted by OREA found three correlates to dropping out of high school: being overage for grade, low reading achievement, and lack of progress in earning credits toward fulfilling the graduation requirements. In the Class of 1991, for example, 70 percent of the dropouts were overage at the time of entering high school, a mere 28 percent had scored at or above the 50th percentile on the D.R.P., and although the majority of these students attended high school for at least three years, few had earned enough credits to be promoted beyond the ninth or tenth grade. See The Cohort Report, May 1992.

** The 1992 program sites were: Forsythe Day School and Job Training and Educational Partnership in Manhattan; Roberto Clemente Learning Center in the Bronx; Linden Learning Center, Pacific Learning Center, Ridgewood/Bushwick Learning Center, and the 61st Precinct Learning Center in Brooklyn; Jamaica Learning Center in Queens; and the St. George Learning Center in Staten Island.

Basic Reading

The Basic Reading component of the 1992 Chapter 1-funded summer program was offered at 15 high schools throughout New York City* and provided one-on-one instruction to students with very limited reading ability. The overall goal of the program was to provide individual reading remediation to non-readers, and thus support their efforts to pass their content-area courses. This goal was measured by one objective:

- fifty percent of the participants receive credit for their summer course of study.

In addition to Chapter 1 eligibility, students had to be recommended by content-area teachers, had to have satisfactory attendance in the content-area class, and had to have scored so far below grade level on the D.R.P. test as to be considered as non-readers in English. Each participant was scheduled for 90-minutes of individualized or small-group instruction per day for 30 days.

Project YOU

Project YOU, designed to address the needs of students who have court-related problems and who lack basic skills, is an interim alternative education service. Thus, the ongoing overall goal of Project YOU is to place students in other educational settings within one year. The stated goal of the Chapter 1

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*These high schools included: George Washington, Julia Richman, Park West and Seward Park in Manhattan; T. Roosevelt and Walton in the Bronx; Bushwick, Eastern District, Prospect Heights, Erasmus Hall and George Wingate in Brooklyn; Jamaica, Springfield Gardens and Flushing in Queens; and New Dorp in Staten Island.

component of the program, however, was to improve students' writing skills through integrated writing activities. The objective measure for obtaining this goal was that:

- fifty percent of the students who completed the program would improve their writing skills as measured by a comparison of pre- and posttest writing samples scored holistically by the teacher.

Project YOU was offered at four sites: Bushwick Youth Center, Mission at T. Roosevelt High School, Queens Center, and Pyramid at Remand Center in the Bronx. Enrollment was limited to 10 students per class.

EVALUATION METHODOLOGY

Evaluators from the Office of Research, Evaluation, and Assessment (OREA) visited a total of 22 high schools in July of 1992. They observed Chapter 1 summer program classes chosen at random. As in previous years, teachers and site supervisors were expected to return completed surveys and data retrieval forms to the summer program coordinator on the last day of the program. In an apparent miscommunication the program coordinator, new to the program in 1992, told participants to return their evaluation materials directly to OREA. As a result of this confusion, many ICE teachers returned incomplete information or none at all while staff from C.C.P. did not submit any data whatsoever. Data from other components of the summer program were incomplete as well. Thus, OREA was unable to reach any conclusions with regard to the quantitative objectives of any of the 1992 program components.

SCOPE OF THIS REPORT

Program implementation is discussed in Chapter II while program outcomes are reviewed in Chapter III. Conclusions and recommendations are presented in Chapter IV.

II. CHAPTER 1 SUMMER PROGRAMS

INSTITUTE FOR CAREER EXPLORATION (ICE)

This year, OREA Evaluators observed 26 ICE writing classes in 22 high schools. In addition to the classroom observations, OREA distributed two program questionnaires: one to ICE classroom teachers and the other to ICE site supervisors. A total of 45 teachers (68 percent) and 33 site supervisors (100 percent) returned the questionnaires.

Classroom Activities

OREA evaluators observed writing classes that were, for the most part, held in traditional classroom settings. Two notable exceptions were the writing classes at George Washington and Eastern District High Schools, which were held in computer rooms. Evaluators noted that 15 percent of the observed classrooms displayed students' work, but most were simply unadorned rooms. The rooms were, however, clean and well ventilated.

Evaluators found that over the course of the 1992 ICE summer program, students were introduced to a variety of skill enhancement activities. One evaluator, for example, observed a class "scavenger hunt" used as an introduction to interviewing and reporting techniques, in which certain unique characteristics, such as place of birth and language spoken in home, were listed on the board. Students were then asked to interview one another in small groups, determine who among the group had what characteristics, and to write a brief essay on what they found. These kinds of pre-writing activities reflected a trend

in the 1992 program. Eighty percent of those teachers responding to the questionnaire confirmed that interviewing and reporting exercises were an integral part of their writing classes.

Another important pre-writing activity was teacher-led discussions. Evaluators observed class discussions centered around specific topics that involved a variety of language activities, such as copying from the board, defining terms, and developing outlines. One evaluator, for example, observed a class discussion of Anne Moody's autobiography Coming of Age in Mississippi in which students arrived at a definition of "insecurity" by discussing their own insecurities. During the discussion, the teacher listed specific student insecurities on the board. After the discussion, students were asked to write an essay comparing their own insecurities of those of Ms. Moody. Evaluators noted that student participation during teacher-led discussions was excellent.

A third pre-writing tool involved reading aloud. Evaluators found that teachers read aloud from various texts and encouraged students to discuss and to take notes on the topics presented in the materials. In some instances, however, teachers also read aloud when passages are too difficult for students. Evaluators found that while most students were enthralled with the reading, in some classes they soon lost interest in the discussion. According to OREA questionnaire findings, 50 percent of the teachers surveyed indicated that they read aloud to their

students in an attempt to motivate discussions and subsequent writing activities.

Evaluators noted that 100 percent of the students in the observed classes had folders containing their written work. These folders were maintained by the teacher and kept in the classroom. Teachers periodically reviewed the folders with the students, thereby instilling a sense of progress while engendering a positive attitude toward writing. Students were thus able to review their work and assess and progress at any time during the summer program. This finding corresponds to questionnaire responses in which 100 percent of the responding teachers said they had folders of students.folders for each student.

Evaluators noted that only 20 percent of the teachers observed had students keep journals. This percentage was down from 74 percent in 1991. In addition, about one-half (51 percent) of the teachers who responded to the OREA questionnaire stated that their students kept journals, compared to 75 percent who answered similarly last year. It should be noted, however, that 49 percent (22) of the respondents failed to complete the section of the questionnaire requesting information about specific writing activities, so these findings in regard to the reduced percentage of students asked to keep journal should be interpreted with caution.

One of the most popular activities of past summer ICE programs has been for students to create a culminating writing project containing samples of their writing as a permanent record

of their successful summer experience. In 1991, for example, 90 percent of the ICE teachers said that their students had created a final project. This year, however, only 38 percent (17) of the teacher respondents required a final project. Of that number, 58 percent (9) created literary magazines. Interestingly, 38 percent of the responding teachers, however, failed to provide any information regarding final projects.

Overall, OREA found that teachers employed a variety of approaches to encourage students to express themselves in writing. These approaches included values clarification exercises, large and small group discussions, and individualized instruction. Evaluators observed students actively participating in discussions and cooperating on writing assignments. Students read their compositions aloud, discussed and edited one another's work, and revised first drafts. Teachers responding to the OREA questionnaire indicated that having students read their writing aloud and edit each other's work were two of the most effective ways of encouraging students to write.

ICE writing teachers had assistance in the classroom. Eighty-seven percent of the them were assisted by paraprofessionals, 71 percent had student mentors assigned to their classes, but only 16 percent received assistance from staff development specialists who were to visit sites in order to provide on-going training. The mentors and paraprofessionals assisted students by providing both individualized and small group instruction, and by offering encouragement to students.

They also provided clerical assistance to teachers. Eighty percent of the teachers surveyed rated the helpfulness of para-professionals as good to excellent, while 64 percent rated the student mentors as good to excellent. When asked to evaluate the role mentors played in the program, 60 percent (19) of the teachers responded that student mentors serve as excellent role models for the incoming high school students.

Curriculum Guide

The ICE curriculum guide was revised in 1992. This revision became necessary, in part, when budget constraints required administrators to eliminate the field trip component of the program and, in part, as a result of an OREA finding that many teachers thought there was too much emphasis on crime-related themes in the 1991 guide.

The 1992 curriculum guide provided eight units designed to encourage student discussion, and to promote self-expression and critical thinking. Unit lessons provided outlines for writing activities involving such issues as students' aspirations, anxieties and goals, their reactions to controversial topics, and their opinions on life's vagaries. At the end of the six-week program, students were to have a better understanding of the difference between high school and intermediate school, the requirements for high school graduation, the immediate and long range steps needed to achieve their goals, the study skills necessary to succeed in school, and the issues that affect their personal lives.

According to results of the OREA teacher survey, 71 percent (32) of the responding teachers received the 1992 curriculum guide and found it helpful. These teachers generally agreed that the lessons adequately introduced students to the high school experience, and that the reading activities reinforced the writing exercises. Teachers thought that the guide was well organized and contained realistic objectives. Four teachers, however, found the lessons to be too difficult for their students. Suggestions for change included more emphasis on grammar and spelling, and to update of the reading selections. It should be noted that 14 of teachers (31.1%) failed to answer specific questions about the curriculum guide.

Staff Impressions

Both teachers and site supervisors thought that the 1992 ICE program was a success. In fact, 89 percent of the responding teachers and 85 percent of the supervisors thought that the program provided an important transition between junior and senior high school. But, while 85 percent of the teachers believed that the program increased students' basic skills only 45 percent of the supervisors agreed. The overwhelming majority of both supervisors and teachers, however, did agreed that field trips should be reinstated, and that students should receive credit for attending the writing class. Other suggestions included screening paraprofessionals to determine their basic skills levels; providing more materials for classroom activities, and providing better teacher orientation. Supervisors suggested

that better articulation with feeder schools would increase student enrollment in ICE. Another noteworthy suggestion was that summer ICE be linked to Project Welcome.*

BASIC SKILLS PROGRAMS

Basic Skills Academy/Comprehensive Competencies (C.C.P.)

The C.C.P. provided individualized instruction using a mastery learning and prescriptive skills approach to improving students' abilities in English and mathematics. Computer-assisted instruction was also available to students. First, skill levels were determined by administering the Test of Adult Basic Education (TABE). Then, a skills profile, that is, an individualized action plan, was developed for each student. Finally, lessons were assigned that provided a range of options matched for individual learning needs, styles, and preferences. These lessons consisted of individually tailored sequences of skills development activities.

An OREA evaluator visited the George Washington site and observed an English class. The evaluator noted that all student instruction was individualized. Students worked at computers and at desks, depending upon their assignments. The teacher monitored progress through mastery tests given for each unit level assigned. These tests gave students constructive feedback on mastery and provided remedial prescriptions to enhance progress. The computer assisted instruction offered skills

*Some summer ICE students did participate in Project Welcome, but because each Project Welcome site program was designed by a site-based team, participation varied among school sites.

lessons and tests in math and reading. In addition, there were individual folders for each student containing a work sheet, a progress chart, and completed assignments. The evaluator noted that all students seemed to enjoy the class.

Auxiliary Services for High Schools (ASHS)

ASHS teachers completed the OREA program questionnaire. A review of the questionnaire results offers a profile of the program. Forty-seven percent of the teachers, for example, had worked in ASHS for five or more years, while only 6 teachers (10 percent) were new to the program. Seventy-five percent stated that they had developed individualized education plans for each of their students, and 84 percent kept their students' work in folders. Approximately half of the teachers were assisted by paraprofessionals.

Overall, ASHS teachers thought that the 1992 summer program was a positive experience for students. Ninety-six percent of the teachers thought that the ASHS program was effective in improving students' ability to earn a General Equivalency Diploma (G.E.D.), and 95 percent believed that the program motivated students to continue their educations. Ninety-six percent of the responding teachers thought the program effective in improving basic reading skills, 89 percent believed that math skills improved, and 82 percent thought writing skills were enhanced. When questioned as to the program's primary accomplishment, 70 percent of the teachers pointed to improved skills development and increased self-esteem.

BASIC READING PROGRAM

Fifteen high schools offered the Basic Reading program as an addendum to regular summer school classes. The program was designed to provide "add-on" or "pull-out" instruction, that is, teachers either pulled students out of assigned classes or provided instruction when students were not assigned a class.

OREA evaluators visited eight program sites: Bushwick, Eastern District, Erasmus Hall, George Washington, Julia Richman, Park West, Prospect Heights, and Seward Park. Five of the observed classes were held in the school library while three took place in traditional classrooms. As per the proposal, evaluators observed no more than six students or as few as one student participating in a 90-minute class. Individual folders were kept for each student in all the classes observed. Skills development activities included vocabulary, phonics, and reading comprehension exercises. In two classes students were observed working on Regents Competency Test (R.C.T.) preparation.

Thirteen of the 15 program teachers responded to the OREA teacher questionnaire. Based on the questionnaire results it was determined that the program was limited to a maximum of 16 students who are unable to read. Eighty-five percent of the teachers held their classes in the school library. Individual daily logs containing students' progress records were maintained by 100 percent of the teachers surveyed. And, 99 percent believed that the primary accomplishment of the program was that students improved their basic skills which resulted in an increase in self-esteem.

PROJECT YOU (YOUTH OPPORTUNITIES UNLIMITED)

Project YOU is an alternative program which provides interim educational services to students with court-related problems. Its overall program goal is to place students in other education programs within one year.

The goal of the 1992 Chapter 1 component of Project YOU was to improve the basic reading, writing, and mathematics skills of its participants. There were four Chapter 1-funded sites in 1992: Bushwick, Mission, Pyramid, and Queens Center. Class size was limited to 10 students per class.

OREA evaluators did not visit any Project YOU sites in 1992. Program questionnaires, however, were completed by all four of the program teachers. Thus, OREA was able to gather some information as to how the program was run. Three out of four teachers, for example, used group instruction as their primary method of teaching. Half the teachers developed individualized education plans for their students, while three teachers kept student folders.

Instructional resources varied among teachers. One teacher, for example, had art materials available while another had only science books but three were assisted by paraprofessionals. All of the teachers agreed on one program outcome: an increase students' self-esteem. Finally, each teacher offered a suggestion for future programs: supply more books and materials; provide more guidance counseling services; shorten the class time; and provide a uniform curriculum.

III. PROGRAM OUTCOMES

Determination of the extent to which each of the components of the Chapter 1-funded summer program met its evaluation objectives is difficult given the incompleteness of the available data. However, some information has been provided and is reported here.

ICE

OREA obtained complete attendance data for 1,759 ICE students. Table 1 shows that 64.4 percent attended the program 25 or more days. A full 16.3 percent (286) of those students had perfect attendance. Thus, the evaluation objective that at least 60 percent of the students would meet the attendance requirement for summer courses (i.e., be absent fewer than six days) was surpassed.

The second goal of the 1992 summer ICE program was to improve students' writing skills. This improvement was to be measured by a 60 percent increase in pre and post writing samples scored holistically by ICE teachers. Although OREA received complete writing scores from only 731 students in ten schools, Table 2 shows that 100 percent of these students improved their writing skills. Again, these findings should be interpreted cautiously, since so few schools provided information on writing sample scores.

BASIC SKILLS PROGRAMS

Program outcome data were unavailable for the Basic Skills Program.

Table 1

Summary of Number of Days Attended
by ICE Participants

Number of Days	Number of Students	Attendance Percent
1-24	627	35.6
25	89	5.1
26	113	6.4
27	176	10.0
28	216	12.3
29	252	14.3
30	286	16.3
Total	1,759	100.0

- The evaluation objective that at least 60 percent of participants would meet the attendance requirement of fewer than six absences was surpassed. Nearly 65 percent of the students attended classes for 25 more more days.

Table 2

Summary of Pretest and Posttest Writing Scores by School[1]

School	N	Average Writing Scores		Mean Difference
		Pretest	Posttest	
1	19	2.21	2.37	.16
2	59	2.33	2.93	.60
3	27	2.37	3.48	1.11
4	49	1.33	1.64	.31
5	41	2.63	3.07	.44
6	54	.97	1.52	.55
7	14	2.07	3.15	1.08
8	39	1.26	2.00	.74
9	15	2.00	2.40	.40
10	414	2.59	2.83	.24
Total	731	2.25	2.64	.39

[1]Teachers scored students' writing samples on a holistic scale that ranged from 1 to 4.

- On average, students' writing scores improved in all school for which data were reported.

BASIC READING PROGRAM

The objective of the 1992 Basic Reading component of the Chapter 1 summer program was that 50 percent of the students would receive credit for their content-area course. The only program data available on the Basic Reading component was that of attendance. Nine schools reported that a combined total of 56 students (54 percent) attended the program 25 or more days. No information was available with regard to pass rates of content-area courses. Thus, OREA could not determine whether Basic Reading met its 1992 objective.

PROJECT YOU

Program outcome data were unavailable for Project YOU.

IV. CONCLUSIONS AND RECOMMENDATIONS

Chapter 1 funds allow the New York City Public Schools to provide additional remedial classes to a variety of student populations identified as being at risk of dropping out of high school. These students lack the basic reading, mathematics, and language arts skills necessary to successfully complete content-area classes. They also frequently have attendance problems. By offering a summer skills improvement program, D.H.S. acknowledges that without intervention, low achieving students will become discouraged and might, in fact, drop out of school.

Determination of the extent to which each of the components of the Chapter 1-funded summer program met its evaluation objectives is difficult given the incompleteness of the available outcome data. Questionnaire and observational data, however, indicate that students were introduced to a variety of skills enhancement activities in the course of the 1992 summer program. ICE students, for example, interviewed one another and reported on their findings. Basic Reading students researched specific topics in the school library. Basic Skills and Project YOU students assisted their teachers in developing individualized education plans. All of these activities suggest that students' attitudes toward school may have changed over the course of the summer program.

Based on observations and questionnaire data, OREA evaluators found that the Chapter 1 Summer programs promoted students' educational development by offering a variety of

skills-enhancement activities in supportive learning environments. In order to assess the effects of these skills-enhancement activities, CREA makes the following recommendations:

- in order to insure adequate data collection, standardized procedures for school sites to use in reporting pre- and post-program test scores should be developed prior to the commencement of the 1993 program;
- in order to insure that all teachers and site supervisors are familiar with the standardized data collection procedures, a training workshop should be held prior to the commencement of the 1993 program;
- because school attendance affects academic achievement, all components of the Chapter 1 Summer program should emphasize attendance;
- because reading is fundamental to academic success, all Chapter 1 Summer components should encourage students to read for pleasure; and
- because Project Welcome targets the same population as ICE, program planners should consider evaluating Project Welcome in conjunction with ICE.